

1907

1906-07 St. Xavier Branch High School and Preparatory Department Course Catalog

Xavier University, Cincinnati, OH

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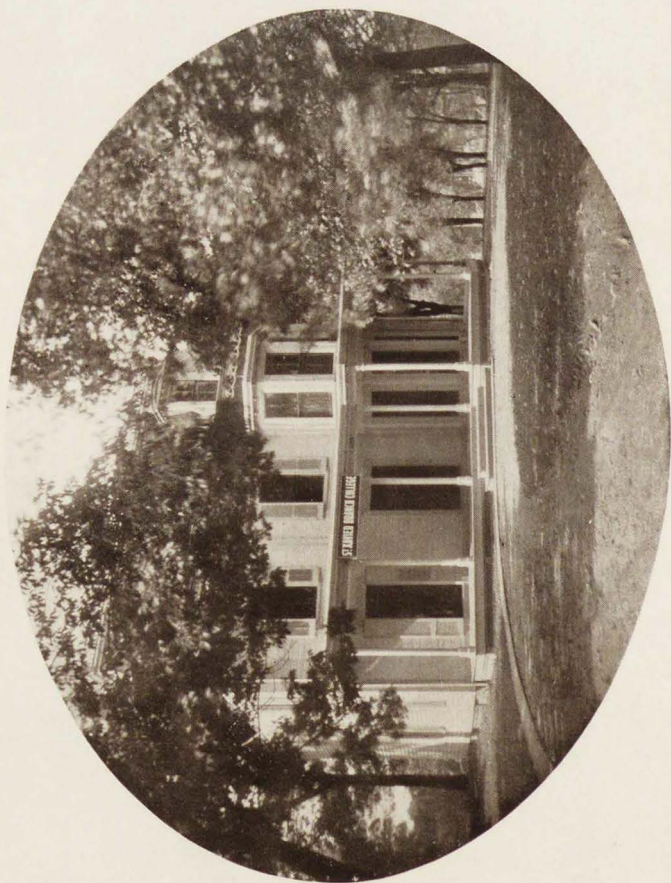
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St. Xavier
Branch
High School

Walnut Hills
Cincinnati



A. M. D. G.

CATALOGUE

OF

Saint Xavier Branch High School and Preparatory Department,

S. W. CORNER GILBERT AND LINCOLN AVENUES,
WALNUT HILLS,

CINCINNATI, OHIO.

1906-7.

CINCINNATI:
PRESS OF EDWARD MOUNTIEL, POWER BUILDING,
1907.

High School Calendar.

1907.

- Aug. 26, Conditioned Examinations.
- Aug. 27, Conditioned Examinations.
- Aug. 28, Conditioned Examinations.
- Aug. 30, Entrance Examinations.
- Aug. 31, Entrance Examinations.
- Sept. 2, Session begins, First Semester, Registration.
- Sept. 3, Lectio brevis in Languages.
- Sept. 4, A. M., Regular Order.
P. M., 12:45 to 1:45, Lectio brevis in Mathematics.
- Sept.-18, Historical Society Organized.
- Sept.-23, Modern Languages Resumed.
- Oct. 14, First Quarterly Competitions.
- Nov. 15, Second Quarter.
- Nov. 21, Rector's Day.
- Dec. 3, Feast of St. Francis Xavier, Patron of College.
- Dec. 9, Second Quarterly Competitions.
- Dec. 23, Christmas Recess Begins.

1908.

- Jan. 3, Class Resumed.

Board of Trustees.

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PREFECT OF STUDIES AND DISCIPLINE.

MR. JOHN J. NASH, S.J.,

MR. WILLIAM T. KANE, S.J.,

Foreword. About one year ago the members of the Society of Jesus, long established and well known in Cincinnati, considering it advisable to enlarge their educational equipment, purchased a piece of ground nearly two acres in extent, at the corner of Gilbert and Lincoln avenues, Walnut Hills, with the intention of erecting there a supplementary institution for the higher education of Catholic youth. For the time it was deemed best to use as school building the old residence standing upon the property at the time of its purchase. Accordingly, when fitting alterations had been made, classes were opened, on October 1, 1906; the initial classes being Second and First Year of High School, and a special class equivalent to the Eighth Grade of Grammar School. This building, however, is insufficient for the needs of the school, and, therefore, after

mature deliberation and the successful test of this first year, the Faculty have determined to build, with what speed is conveniently possible, a thoroughly modern and well-equipped structure for the housing of these and other classes.

It appears quite manifest that further accommodations for the higher mental and moral training of Catholic boys is very desirable in this city, in view both of the growth of population and of the increased appreciation men now-a-days have of the value of a more complete education. It is a grievous fallacy, and one which is rapidly dying out among sane-minded men, to fancy that a boy is mentally prepared for life when he has mastered the rudiments of the "three R's," or that his moral education can safely be left to itself once he has made his first Communion. Little reflection is needed to show clearly that it is in the years following those in which the grammar-school course is completed that a

boy's intellect and character require the greatest care. It is in the days of approaching and incipient manhood that the mind is most open to lasting impressions, the faculties most capable of development, the ideals most easily and strongly determined. Indeed, it may properly be said that it is only in those years that a boy can truly be "educated," be drawn out and moulded and fashioned into such a man as God wishes him to be. The years at grammar school are the mere breaking of ground before the vital spring, the growing-days, come; they are the days of seed-planting, not of cultivating and training. Nor do we hesitate to say further that every parent whose means permit it is morally bound to give his son an opportunity for this more advanced education. It is to meet this need, unselfishly, for the benefit of their fellow-men and the glory of God, that the Jesuits have founded this new institution.

The school has many advantages of location. It is in quite a central position, at a convenient distance from the residence portion of the city on the hills. Half a dozen car lines bring one either before its doors, or at least within a few squares. It is pleasantly situated; possesses a large and well shaded campus, giving abundant opportunity for play and recreation, and is removed from the unhealthy and annoying cinder-filled atmosphere of down-town.

General Aim. In introducing to public notice the new St. Xavier High School, it is perhaps unnecessary to state that the training offered there will be of the sort which three hundred years of Jesuit educational work have made known throughout the world. The aim of this institution is to turn out young men whose mental faculties have been so developed and formed that they may successfully enter upon the immediate preparation for any career.

It is not the intention actually to equip its students with professional knowledge; consequently, studies of a technical nature as such are not included in the course. Long experience has proven, to the satisfaction of the best educators the world over, that a young man well trained in general and classical studies succeeds better afterwards in professional preparation than one whose early training was distracted by an assorted smattering of quasi-professional studies. In other words, it is almost universally admitted that a well developed and properly formed mind is a more valuable asset in any career or profession than a heterogeneous and half-assimilated mass of information.

Of at least equal importance with this mental training is the moral formation offered in this school. Students are assured a careful supervision, a personal and kindly interest, and due

attention to their religious instruction. It is the conviction of the Society of Jesus, at least, that the final result of a good education is neither distinctively intellectual nor distinctively moral, but rather that combination of capable intelligence and sterling manly virtue which makes up a good character: that it is men who are to be trained in schools, not mere minds.

Educational System. In pursuance of this plan, the studies insisted upon are mainly literary, mathematical and historical. The student is taught to appreciate excellence of thought and propriety of language, through instruction in the classics of Latin and Greek and English. He is drilled into habits of orderly and accurate thinking by the comparative study of the forms and idioms of these tongues. His mind is strengthened and developed in logical power by the rigorous discipline which mathematics affords. And while acquiring a store of useful information, he learns to appreciate men and times by the systematic perusal of ancient and modern history. Details of these and supplementary studies are given in the "Scheme of Studies," which occurs later on.

Moral Training. In its moral training the St. Xavier High School aims at building the conscience of its students for the right fulfilment of their civil, social and religious duties. There is insistence on the cultivation of the Christian

virtues which operate for this fulfilment; and as the only solid basis of virtue and morality, thorough instruction in the principles of religion forms an essential part of the system. Students of any denomination are admitted to the courses, and all are required to show a respectful demeanor during the ordinary exercises of public prayer; but the Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make an annual retreat, and to approach the Sacraments at least once a month.

Sessions. The Academic year consists of one session, beginning on the first Monday of September and ending on or about June 21st, when the Annual Distribution of Premiums takes place. The *session* is divided into two *terms*—the first ending on the 1st of January and the second on or about June 21st.

Examinations. A thorough examination of all the classes is made at the close of the second term: the matter for this examination covers the work from December. There are four competitions during the course of the year—the first in October, the second in December, the third in February, and the fourth toward the end of April. The first, second and third competitions are followed by distribution of premiums. The places or degrees of merit obtained by the students in the different classes are publicly proclaimed, and

honors are awarded to such as have been most distinguished for good conduct, diligence and proficiency.

Quarterly reports are sent to the parents or guardians of the students, to inform them of the conduct and improvement of their sons or wards. The Prefect of Studies should be notified if the reports are not received in due time.

Promotions. Promotions to a higher grade are regularly made at the beginning of the Academic year; but they will be made at any time when the student's progress justifies them. Students whose average in each of three principal branches or whose general average in the collective branches of the class is less than 67 will not be allowed to pass to a higher grade. Students who fail in two principal branches, provided their standing in the collective branches of the class averages 75, and students who fail in one of the principal branches will be "*conditioned*," and will not be promoted until the condition be removed by a satisfactory examination. As conditioned examinations impose an additional burden on the professors, they must be made on the day assigned.

Class Standing. The student's progress is indicated by the combined result of the competitions mentioned above and his class work. "*Class Work*" is the record of the student's attendance and of his satisfactory work during the hours of class.

It counts half, equally with the examinations, in his standing. Markings are on the scale of 100. An average below 75 shows an unsatisfactory standing; an average below 67 is failure to pass.

Honors and Prizes. The honors and prizes awarded at the end of the year are determined by the recitations of the entire year and the competitions. To the student making the highest average in the collective branches of his class a gold medal is awarded. Those whose average is 90 per cent and upward merit the distinction of First Honors; and those whose average is between 85 and 90, Second Honors. Besides these incentives to study, special mention is made in the catalogue of those who have obtained leading places in the various branches of their classes.

Entrance. Every candidate for admission who is not personally acquainted with some member of the Faculty must produce proper testimonials of a good moral character. If he comes from another college, he will be required to present a certificate of good standing in the institution which he has left.

General Regulations. 1. *Attendance.*—As regular attendance is an important element in class standing and an essential condition for successful work, students must not be detained or withdrawn from classes except for very grave reasons. For absence, for tardiness, or for permission to withdraw

before the close of the daily session, a note from the parent or guardian will invariably be required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitations or relieve him from any part of his examinations. Frequent absence or tardiness, except on account of sickness, is sufficient cause for dismissal.

2. *Home Study*.—All the endeavors of the Faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately twenty-five hours each week are spent in class work; and to prepare the recitations and exercises for this work, as well as to review the matter previously seen, at least fifteen hours of home study each week, or from two to three hours daily, are required. Parents and guardians are, therefore, respectfully urged to insist on this application.

3. *Communications*.—Due notice should be given to the President or to the Vice-President of a change of residence, or of the contemplated withdrawal of a student.



CAMPUS.

Societies. *Acolythical Society.*—The principal object of this Society is to add beauty and solemnity to divine worship by an accurate observance of the liturgic rites and ceremonies, as also to afford Catholic students, distinguished for excellent deportment, the honor of serving in the sanctuary.

Library and Reading-room Associations. — These Associations have been established to afford their members opportunities of enlarging their fund of general knowledge. The Library is free to all students whose standing in their respective classes gives satisfaction. The Reading-room Association places at the daily service of the members a numerous collection of works of reference and a stock of journals, magazines, etc., representative of the best periodical literature of the day.

Athletic Association.—Through this Association the athletics are entrusted to the direct management of the student body, under the supervision of the Faculty Director. The Athletic Association and the Gymnasium constitute one organization, thereby affording all necessary facilities for the systematic physical training and development of the students. Every student is eligible to membership who attains 75 notes, the requisite standard of proficiency in his studies.

Historical Society.—This Society, though without formal organization, existed in a practical way during the past year. In September it will be organized upon a definite footing, retaining its former purpose of encouraging the study of interesting points of history, and at the same time of affording an opportunity for the cultivation of powers of public speaking.

Officers of the Societies.

ACOLYTHICAL SOCIETY.

JOHN J. NASH, S.J.,	. . . . .	President.
JOSEPH L. GESSING,	. . . . .	First Sacristan.
WALTER E. IBOLD,	. . . . .	Second Sacristan.

ATHLETIC ASSOCIATION.

JOHN J. NASH, S.J.,	. . . . .	President.
JOSEPH KREHNBRINK,	. . . . .	Secretary.
RAYMOND VOSS,	. . . . .	Treasurer.

LIBRARY ASSOCIATION

EMMANUEL F. LAMPING,	. . . . .	Librarian.
EDWARD B. LOUGHEAD,	. . . . .	Ass't Librarian.

Terms. As the institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

Tuition, per session of ten months for all classes, \$60.00.

Payments must be made quarterly or semi-annually in advance. The account for tuition dates from the day of the student's entrance. No deduction is allowed for absence, save in case of dismissal or protracted illness. The session is divided into quarters, beginning respectively about the 1st of September, the 15th of November, the 1st of February and the 15th of April.

Acknowledgments. The Faculty wish to express their grateful acknowledgment for donations from:

MRS. STATIA REYNOLDS.

MRS. RICHARD MITCHELL.

MRS. LOUIS JOHNSON.

MISS KATE FALLON.

MISS ESTELLE BOBE.

MRS. MARY POLAND.

ACADEMY OF THE SACRED HEART.

MRS. P. KILFETHER.

THE MISSES HEALY.

MRS. LEARY.

MRS. GRACE CORRE-GOETZ.

Scheme of Studies.

LATIN COURSE.

FIRST YEAR.

(Eight Periods a Week.—Two Terms.)

Precepts.

First Term: Etymology as far as Deponent Verbs.

Second Term: Brief review of Etymology, Deponent and Irregular Verbs. Principal Rules of Syntax.

Author.

First Term: Bennett's "Foundations of Latin," pages 1-83.

Second Term: Bennett's "Foundations of Latin," pages 83-168.

Composition.

First and Second Terms: Exercises given in Text-Book, and constant oral and written themes on the matter seen.

Memory.

Second Term: One hundred lines at least. (Half of the Latin Exercises and half of the "Selections for Reading" should be seen thoroughly, the other half should be read and translated at sight.)

SECOND YEAR.

Precepts.

(Six Periods a Week.—Two Terms.)

First Term: Thorough review of Etymology with principal notes and exceptions. Syntax—agreement, questions and answers, accusative and dative.

Second Term: The genitive, ablative, adjectives, Roman dates.

Text-Book: Bennett's Grammar. First Term: Par. 1 to 193.

Second Term: Par. 194 to 241.

Authors.

First Term: Fables of Phædrus, Aulus Gellius, Viri Roma.

Second Term: Nepos, Cæsar, de Bello Gallico. Sight reading both terms.

(N. B.—Miller and Beeson's Second Year Latin Book to be used in second and third year.)

(Four hundred lines of author seen thoroughly, and at least four hundred lines of sight reading each term.)

Composition.

First Term: Bennett's "Preparatory Latin Writer," Lesson I to X.

Second Term: Bennett: Lesson XI to XXII.

Both Terms: One written composition a week in imitation of author. Daily oral themes.

Memory.

About two hundred lines.

THIRD YEAR.

Precepts. (Five Periods a Week.—Two Terms.)

First Term: Etymology reviewed with all exceptions and irregularities.

Syntax—Brief review of matter seen preceding year. Pronouns, tenses, subjunctive, purpose clauses, causal and temporal clauses.

Second Term: Substantive clauses, conditional sentences, indirect discourse, participles, gerund and supine.

Text-Book: Bennett. First Term: Par. 242 to 293.

Second Term: Par. 293 to 347.

Authors.

First Term: Cæsar, de Bello Gallico.

Second Term: Ovid's *Metamorphoses* and Cicero's letters. Sight reading both terms.

(Six hundred lines of authors seen thoroughly, and at least six hundred of sight reading each term.)

Composition.

First Term: Bennett's "Preparatory Latin Writer," Lesson XXIII to XXXII.

Second Term: Bennett: Lesson XXXIII to XLIV.

Both Terms: One written composition a week in imitation of author. Daily drill in oral themes and Latin conversation.

Memory.

About two hundred lines.

FOURTH YEAR.

(Five Periods a Week.—Two Terms.)

Precepts.

First Term: Thorough review of the whole grammar, including all exceptions and irregularities. Word-order, sentence structure, style, Julian Calendar. Figures of Syntax and Rhetoric.

Second Term: Prosody.

Text-Book: Bennett's Grammar.

Authors.

First Term: Cicero's Letters, Cicero de Senectute and de Amicitia. Virgil's Eclogues and Georgics. Sallust's Catiline.

Second Term: Virgil's Aeneid I, Cicero in Catilinam I, III and IV, Quintus Curtius.

Sight reading both terms.

(Eight hundred lines of authors seen thoroughly, and one thousand of sight reading, each term.)

Composition.

First Term: Bennett's Supplementary Exercises in Continued Discourse. Weekly composition in imitation of author.

Second Term: Two compositions a week in imitation of author. Exercises in verse-making.

Both Terms: Daily drill in oral themes and Latin conversation.

Memory.

About two hundred lines.

GREEK COURSE.

SECOND YEAR.

(Four Periods a Week.—Two Terms.)

Precepts.

First Term: White's First Greek Book as far as Regular Verbs inclusive.

Second Term: Repetition of Regular Verbs, Contract Verbs.

Author.

First Term: White's First Greek Book, Reading, Lessons 1 to 10 (No. 125, page 31, to No. 215, page 53).

Second Term: One hundred lines taken from Lessons 11 to 25 (No. 225, page 56, to No. 359, page 91).

Practice.

Constant drill in Nouns, Adjectives and Verbs.
Exercises on the same.

THIRD YEAR.

(Four Periods a Week.)

Precepts.

First Term: White's First Greek Book, matter of the preceding year repeated. Deponent Verbs and Verbs in μ , Syntax of Case Constructions.

Second Term: White's First Book finished. Conditional sentences. Goodwin's Grammar. Syntax of the Verb (rules and principal notes).



A CLASS-ROOM.

Author.

First Term: Reading lessons in White. Two hundred lines taken from Lesson 25-end.

Second Term: Xenophon's Anabasis B. I. Three hundred lines from CC. 1 and 2, one hundred lines from C. 9.

Practice.

Frequent themes on Syntax and Author. Daily exercises in translating English and Greek sentences based on the text.

FOURTH YEAR.

(Four Periods a Week.)

Precepts.

First Term: Goodwin, review of Etymology and Syntax of Case Construction.

Second Term: Goodwin, review of Syntax of the Verb. Greek Versification.

Author.

First Term: Xenophon's Anabasis B. II, CC. 1, 2, 3. Anacreontea (H. M. Tyler's Selections). Five hundred lines. Sight reading from same.

Second Term: Homer's Iliad B. I. Six hundred lines sight reading.

Practice.

Exercises based on Allinson's Greek Prose Composition, Exercises 1 to 40.

ENGLISH COURSE.

FIRST YEAR.

(Five Periods a Week.—Two Terms.)

FIRST TERM.

Precepts.

Sentence Analysis and Construction — Words,
Phrases and Clauses.

Composition.

Imitations, Paraphrases—Simple narration and
description.

In addition to frequent drill in theme work done
during class hours, there should be one theme and
one longer composition done out of class each
week.

Memory.

About one hundred and fifty lines from the authors
studied.

SECOND TERM.

Precepts.

Work of the first term continued.

Composition.

Matter of the first term continued.

Memory.

About one hundred and fifty lines from the authors
studied.

SECOND YEAR.

(Four Periods a Week.—Two Terms.)

FIRST TERM.

Precepts.

Elements of Composition—Planning and Writing;
Reproductions.

Special attention given to Paragraph Structure and
Analysis.

Composition.

In addition to frequent drill in theme work done
in class, one theme and one longer composition
must be written outside of class each week.

Memory.

About one hundred and fifty lines from authors
studied.

SECOND TERM.

Precepts.

Elements of Composition—Work of first term
continued.

Composition.

Matter of first term continued.

Memory.

About one hundred and fifty lines from authors
studied.

THIRD YEAR.

(Three Periods a Week.—Two Terms.)

FIRST TERM.

Precepts.

Elements of Composition — Kinds of Writing —
Letters, Narration and Description.

Composition.

Themes based on precepts. In addition to frequent drill in class, one theme and one longer composition must be done each week outside of class.

Memory.

About one hundred and fifty lines from authors studied.

SECOND TERM.

Precepts.

Elements of Composition—Work of first term continued.

Composition.

Themes based on precepts. In addition to frequent drill in class, one theme and one longer composition must be done each week outside of class.

Memory.

About one hundred and fifty lines from authors studied.

FOURTH YEAR.

(Five Periods a Week.—Two Terms.)

FIRST TERM.

Precepts.

Composition-Literature, Coppens' Species of Prose
Composition, Essays, Novels.
Structural Elements of Composition. Words, Figures of Speech.

Composition.

Themes based on precepts studied. In addition to frequent drill in class, one theme and one longer composition must be done each week outside of class.

Memory.

About one hundred and fifty lines from authors studied.

SECOND TERM.

Precepts.

Composition-Literature, Coppens.
Forms of Prose Discourse. Poetry, Versification.

Composition.

Themes based on precepts. In addition to frequent drill in class, one theme and one longer composition must be done each week outside of class.

Memory.

About one hundred and fifty lines from authors studied.

LITERATURE.

Note.—From the books set for each year, two books (one for each term) are to be chosen for careful study, two for reading.

Both are to be part of the examination matter. In the case of the books set for careful study, structure, style, etc., sketch of author and of period to which he belonged is to be required. In the case of books set for reading, some idea of the author and of the outline of the work is to be required.

BOOKS SET FOR THE DIFFERENT YEARS.

FIRST YEAR.

Longfellow, Selections (Maynard's Classics No. 167), *Evangeline*; Dickens, *A Christmas Carol*; Hawthorne, *Twice-Told Tales*; Cooper, *Last of the Mohicans*; Selections, Donnelly (*Lakeside*); Scott, *Lady of the Lake*, *Ivanhoe*.

SECOND YEAR.

Goldsmith, *Deserted Village*; Poe, *Poems and Stories* (*Lakeside* No. 93); Macaulay, *Lays of Ancient Rome*; Irving, *Sketch Book* (studied in connection with Donnelly); Scott, *Talisman*; Bryant, *Studies In*, by Alden; *The Sir Roger de Coverly Papers*; Wiseman, *Fabiola*; Hawthorne, *House of the Seven Gables*; Lamb, *Tales from Shakespeare*; Whittier, *Snow-Bound*.

THIRD YEAR.

Tennyson, *Holy Grail*, *Passing of Arthur* and *Sir Galahad*; Shakespeare, *Merchant of Venice*; Newman, *Callista*; Lamb, *Essays*; Bacon, *Essays*; Gray, *Elegy*; DeQuincey, *Joan of Arc* and *English Mail Coach*; Lowell, *Vision of Sir Launfal*; Coleridge, *Ancient Mariner*; Proctor, *Selections* (*Lakeside No. —*).

FOURTH YEAR.

Milton, *Lycidas*, *Comus* *L'Allegro*, *Il Penseroso*; Macaulay, *Essays on Milton*, *Johnson* and *Addison*; Shakespeare, *Julius Cæsar*; Ruskin, *Sesame and Lilies*; Tennyson, *Princess*; Aubrey de Vere, *Selections*; Faber, *Selections*; Brownson, *Selections*; Newman, *Selections*; Wordsworth, *Selections*; Thackeray, *Henry Esmond*.

HISTORY.

FIRST YEAR.

Two periods a week during both terms. Special emphasis on Bible History, supplementary to Ancient History—Fredet's Ancient.

SECOND YEAR.

Two periods a week during both terms. Fredet's Ancient History for first term; Fredet's Modern for second term.

THIRD YEAR.

Two periods a week during both terms. Fredet's Modern.

FOURTH YEAR.

Two periods a week during both terms. United States History and Civics. McMaster's United States History.

MATHEMATICS.

FIRST YEAR.

(Four Periods a Week.—Two Terms.)

First Term. Algebra.

Beginning to H. C. F. excluded.—Graphs.
Text-Book: "Complete Algebra," Wentworth.

Second Term. Algebra Continued.

H. C. F. to Involution excluded.

SECOND YEAR.

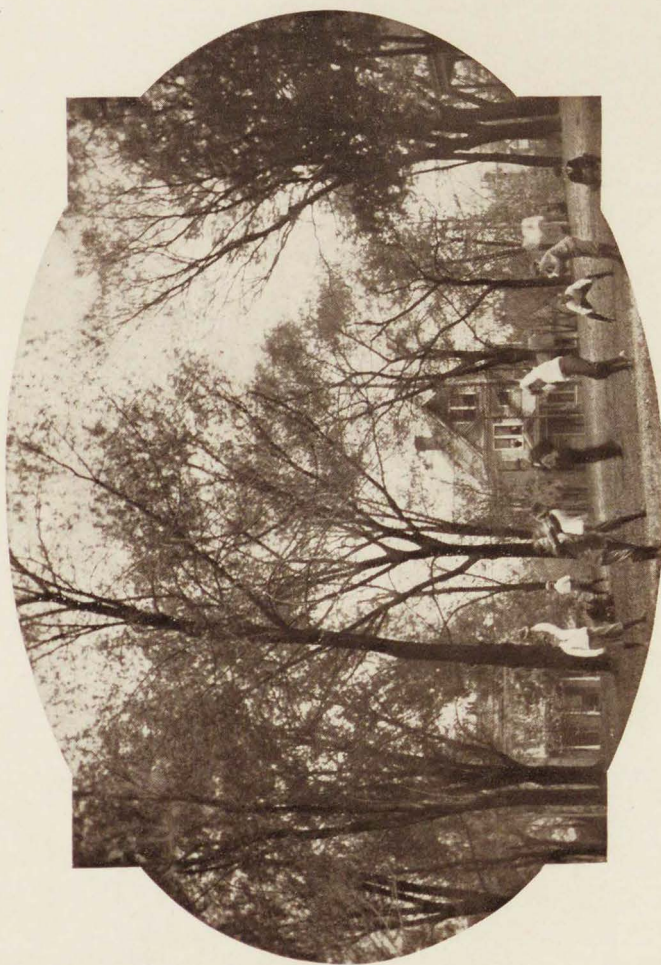
(Four Periods a Week.—Two Terms.)

First Term. Algebra Continued.

Involution and Evolution of Algebraic expressions and Arithmetic numbers and all that follows to Simple Indeterminate Equations excluded.

Second Term.

Simple Indeterminate Equations to Ratio excluded.



CAMPUS.

THIRD YEAR.

(Four Periods a Week.—Two Terms.)

First Term. Geometry.

Books I and II, Wentworth.

Second Term.

Books III, IV and V, Wentworth.

FOURTH YEAR.

(Four Periods a Week.—Two Terms.)

First Term. Geometry Continued.

Books VI, VII and VIII (Book IX omitted),
Wentworth.

Second Term.

The Mathematics Period is assigned to Physics.

Text-Book: "Principles of Physics," by A. P. Gage.

The parts of the book intended for a High School Course, as indicated in the Preface.

Physical Laboratory Manual by Chute, or Manual of Experimental Physics, by Nichols, Smith and Turton.

SCIENCE.

FIRST YEAR.

(Two Periods a Week.—Two Terms.)

Both Terms. Physical Geography.

Text-Book : "New Physical Geography," by R. S. Tarr.

SECOND YEAR.

(Two Periods a Week.—Two Terms.)

Both Terms. Physiology and Hygiene.

Text-Book : "Applied Physiology, Advanced," by Frank Overton, M. D.

THIRD YEAR.

(Two Periods a Week.—Two Terms.)

Both Terms. Elementary Biology (Botany).

Text-Book : "Botany, an Elementary Text-Book," by L. H. Bailey.

FOURTH YEAR.

(Two Periods a Week.—Two Terms.)

Both Terms. Elementary Biology Continued (Zoology).

Text-Book : Zoology, Colton. Part I—Descriptive.

MODERN LANGUAGES.

(Three Periods a Week.—Three Years.)

GERMAN.

FIRST YEAR.

(a) Grammar. (First Term) Etymology to Auxiliary Verbs. (Second Term) Auxiliary and Regular Verbs, Joynes-Meissner.

(b) Authors. Joynes-Meissner Reader. Heath's Classic Series.

SECOND YEAR.

(a) Grammar. (First Term) Review. Irregular, Inseparable, Separable, Impersonal, Reflexive Verbs. (Second Term) Review. Syntax to Syntax of Verbs. Joynes-Meissner.

(b) Authors. Joynes-Meissner Reader. Heath's Classic Series.

THIRD YEAR.

(a) Grammar. (First Term) Review. Syntax of Verb to the end. (Second Term) Thorough Review of all Syntax. Joynes-Meissner.

(b) Authors. Heath's Classic Series.

FRENCH.

FIRST YEAR.

(a) Grammar. (First Term) Etymology to Auxiliary Verbs, inclusively. (Second Term) Review of the four Conjugations. Fraser and Squair.

(b) Authors. Heath's Classic Series.

SECOND YEAR.

(a) Grammar. (First Term) Review. Neuter, Pronominal and Impersonal Verbs. Irregular Verbs of the four Conjugations. (Second Term) Review. All of Syntax, including principal exceptions. Fraser and Squair.

(b) Authors. Heath's Classic Series.

THIRD YEAR.

(a) Grammar. (First Term) Thorough Review of Etymology. (Second Term) Thorough Review of Syntax. Fraser and Squair.

(b) Authors. Heath's Classic Series.

CHRISTIAN DOCTRINE.

FIRST YEAR.

(Two Periods a Week.)

Faith. Its object, necessity, qualities. The Apostles' Creed.

Practical instructions on prayer and on approved private devotions; conduct in church and religious assemblies; manner of making the sign of the cross, genuflections, etc.; the Rosary, the Angelus, the Stations, etc.; act of perfect contrition; manner of receiving the Sacraments; method of serving Mass. Deharbe.

SECOND YEAR.

(Two Periods a Week.)

The Commandments of God. The precepts of the Church. Sin and virtue.

Practical instructions on the Commandments; on the authorized public devotions; on the manner of assisting at Mass, Sermons, Benediction; on the ritual and ceremonial of divine worship. Deharbe.

THIRD YEAR.

(Two Periods a Week.)

Grace. The Sacraments and Sacramentals.

Practical instructions on prayer and the sacraments; the nature of devotions as practiced in the Church: novenas, litanies, devotions to the saints; blessings and blessed objects; manner of administering baptism in danger of death; daily examination of conscience. Deharbe.

FOURTH YEAR.

(Two Periods a Week.)

Repetition of matter treated in Course Nos. 1, 2 and 3. Deharbe.

BOOKKEEPING.

Three periods a week during third year of high school. Method and system to be left to the choice of local teachers.

ELOCUTION.

One period a week each year.

DRAWING.

Two periods a week during first year.

SCHEDULE OF CLASS PERIODS.

	First Year.	Second Year.	Third Year.	Fourth Year.
Latin	8	6	5	5
Greek		5	4	4
English	5	4	3	5
Mathematics.....	4	4	4	4 Physics 2d Term.
History	2	2	2	2
Science	2	2	2	2
Bookkeeping.....			3	
Drawing	2			
Religion.....	2	2	2	2
Elocution	1	1	1	1
Modern Languages	Elective			

High School.

SCHEDULE OF RECITATIONS.

TIME.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
A. M. 9:00	Latin.	Latin.	Latin.	Latin.
10:15	Latin, T.,W.,S. History, M.,F.	Greek, M.,T.,W.,S. Latin, F.	Greek, M.,T.,W.,F. Science, F.	Greek, M.,T.,W.,F. History, S.
11:00	Science, M.,W. Drawing, T.,F.	History, M.,F. Science, T.,W.	Bookkeeping, M.,T.,W. Science, F.	Science, F.,S. History, T.
P. M. 12:45	Christian Doctrine, T.,S. Mod. Languages,M.,W.,F.	Christian Doctrine, T.,S. Mod. Languages,M.,W.,F.	Christian Doctrine, T.,S. Mod. Languages,M.,W.,F.	Christian Doctrine, T.,S. Mod. Languages,M.,W.,F.
1:15	English, M. Mathematics, T.,W.,F.,S.	Mathematics, M.,W.,F.,S. English, T.	Mathematics, M.,T.,F.,S. History, W.	1st Term Mathe. } M.,T., 2d Term Physics. } W.,F. English, S.
2:10	Elocution, M. English, T.,W.,F.,S.	English, M.,W.,F.,S. Elocution, T.	English, M.,T.,F. Elocution, W. History, S.	English, M.,T.,W.,F. Elocution, S.

Register of Students.

Carroll, Thomas J.	Special.
Feck, James A.	Third Academic.
Feck, John F.	Third Academic.
Fox, Francis C.	Second Academic.
Fox, John J.	Special.
Freericks, Francis	Special.
Freericks, Herman	Special.
Gessing, Joseph L.	Second Academic.
Harvey, Carl A.	Second Academic.
Hickey, Sylvester F.	Third Academic.
Homan, Joseph T.	Special.
Homan, Rudolph	Second Academic.
Hoppe, Henry H.	Second Academic.
Ibold, Walter E.	Second Academic.
Kilfether, John E.	Special.
Krehnbrink, Joseph C.	Second Academic.
Lamping, Emmanuel F.	Second Academic.
Loughead, Edward B.	Third Academic.
Mathers, Hiram	Second Academic.
Mitchell, Francis H.	Special.
Morgan, Russell L.	Second Academic.
Palm, Otto J.	Second Academic.
Regan, James J.	Special.
Regan, J. Reynolds	Special.
Reynolds, J. Berchmans	Third Academic.
Rieckelman, Robert E.	Second Academic.
Rohan, Howard J.	Third Academic.
Schilderink, Louis J.	Second Academic.
Smith, William	Third Academic.
Verkamp, George H.	Second Academic.
Voss, Raymond F.	Third Academic.
Wetterer, Raymond A.	Special.

Second Academic.

THE GOLD MEDAL

For the Highest Average in the Collective Branches of the
Class was merited by

GEORGE VERKAMP, 97.

FIRST HONORS:

Rudolph Homan, 92.

Robert Rieckelman, 90.

SECOND HONORS:

Otto Palm, 89.

Carl Harvey, 87.5.

Hiram Mathers, 87.

Francis Fox, 85.

Class Standing.

CHRISTIAN DOCTRINE.

First: George Verkamp.

Next in Merit: Robert Rieckelman,
Otto Palm.

LATIN.

First: George Verkamp.

Next in Merit: Rudolph Homan,
Robert Rieckelman.

GREEK.

First: George Verkamp.

Next in Merit: Robert Rieckelman,
Henry Hoppe.

ENGLISH PRECEPTS.

First: George Verkamp.
Next in Merit: Rudolph Homan,
Otto Palm.

ORIGINAL COMPOSITION.

First: Rudolph Homan.
Next in Merit: Francis Fox,
George Verkamp.

HISTORY AND GEOGRAPHY.

First: George Verkamp.
Next in Merit: Rudolph Homan,
Francis Fox.

MATHEMATICS.

First: George Verkamp.
Next in Merit: Robert Rieckelman,
Rudolph Homan.

ELOCUTION.

Premium: Henry Hoppe.
Next in Merit: Francis Fox.

Third Academic.

THE GOLD MEDAL

For the Highest Average in the Collective Branches of the
Class was merited by

SYLVESTER HICKEY, 91.88.

FIRST HONORS:

Edward Loughead, 91.83.

Class Standing.

CHRISTIAN DOCTRINE.

First: Edward Loughead.

Next in Merit: Sylvester Hickey.

LATIN.

First: Sylvester Hickey.

Next in Merit: Edward Loughead.

ENGLISH PRECEPTS.

First: Sylvester Hickey.

Next in Merit: Edward Loughead.

ORIGINAL COMPOSITION.

First: James Feck.

Next in Merit: Sylvester Hickey.

HISTORY AND GEOGRAPHY.

First: Edward Loughead.

Next in Merit: Sylvester Hickey.

MATHEMATICS.

First: Edward Loughead.

Next in Merit: Sylvester Hickey.

Special.

THE GOLD MEDAL

For the Highest Average in the Collective Branches of the
Class was merited by

THOMAS CARROLL, 86.

Class Standing.

CHRISTIAN DOCTRINE.

First: Thomas Carroll.

Next in Merit: Francis Mitchell.

ENGLISH GRAMMAR.

First: Thomas Carroll.

Next in Merit: Raymond Wetterer.

COMPOSITION.

First: Raymond Wetterer.

Next in Merit: Thomas Carroll,
Joseph Homan.

HISTORY AND GEOGRAPHY.

First: Joseph Homan.

Next in Merit: Thomas Carroll.

READING.

First: Thomas Carroll.

Next in Merit: Raymond Wetterer.

SPELLING.

First: Raymond Wetterer.

Next in Merit: Thomas Carroll.

ARITHMETIC.

First: Thomas Carroll.

Next in Merit: Raymond Wetterer.

PENMANSHIP.

Premium: Walter Ibold.

Next in Merit: Otto Palm.

ELOCUTION.

Premium: Francis Mitchell.

Next in Merit: John Feck.

Excellent Deportment and Diligence.

The following students were distinguished for excellent deportment and application to study, during the year:

Carroll, Thomas J.	Kilfether, John E.
Feck, James A.	Krehnbrink, Joseph C.
Feck, John F.	Lamping, Emmanuel F.
Fox, John J.	Loughead, Edward B.
Freericks, Francis	Mathers, Hiram
Gessing, Joseph L.	Mitchell, Francis H.
Harvey, Carl A.	Morgan, Russell L.
Hickey, Sylvester F.	Palm, Otto J.
Homan, Joseph T.	Rieckelman, Robert E.
Homan, Rudolph	Verkamp, George H.
Hoppe, Henry H.	Voss, Raymond F.
Ibold, Walter E.	Wetterer, Raymond A.

Roll of Honor.

100 Perfect;
75 Required to Excel.

Carroll, Thomas J.	90
Feck, James A.	83
Feck, John F.	78
Fox, Francis C.	87
Gessing, Joseph L.	84
Harvey, Carl A.	84
Hickey, Sylvester F.	94
Homan, A. S. Rudolph	88
Hoppe, Henry H.	87
Ibold, Walter E.	82
Lamping, Emmanuel F.	85
Loughead, Edward B.	95
Mathers, Hiram	94
Palm, Otto J.	92
Rieckelman, Robert E.	92
Rohan, Howard J.	82
Schilderink, Louis J.	94
Verkamp, George H.	99
Voss, Raymond F.	80
Wetterer, Raymond A.	82

General Announcements

FOR 1907-1908.

Matriculation—Parents are requested to enter their sons as soon as possible after August 15th. Office Hours: 9 to 12 A. M.; 2 to 6 P. M., daily.

Entrance Examinations will be held on Friday, August 30; Saturday, August 31, at 9 A. M.

Examinations of Conditioned Students will take place on Monday, Tuesday and Wednesday, August 26, 27, 28, at 9 A. M.

Fall Opening—Classes reopen on Monday, September 2, 1907.

